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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LIII.

For the Week Ending July 25.

No. 4

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

The Teacherly Life.

The term used in the title is not yet found in the dictionary, but it is a form that expresses what no other word does and so is unhesitatingly employed. The life of a teacher is really a part of his work ; there are those who are physicians, soldiers even from the high standpoint of thus serving their Creator and their fellow-men the best. The life of the teacher must be a reflection of the Life of the Great Teacher ; he must have his spirit ; true, this is not demanded by the state which grants him a certificate of fitness. But the greater his resemblance to the Great Teacher in spirit the more certain he will be of that large success for which the true laborer hungers. The foundations of a teacherly life must be laid far deeper than on a shallow knowledge of arithmetic, geography, grammar, and history; he must feel that he is working in behalf of his Creator, along with his Creator. It is right for him to gain knowledge, in fact, wholly wrong to undertake his work without it, but his claim is more deeply founded. He is aiming at a higher state for his pupils. He would put their feet on firmer and nobler ground, not simply have them know mere facts. There is narrow teaching and there is also broad teaching and high teaching. These come from the life of the teacher. One who has profound attainments may teach very narrowly ; one who has moderate scholarship may teach broadly and bountifully.

Among the elements of the teacherly life are sympathy, sincerity, and recognition of responsibility and spiritual aims in the application of truth. The moneyed recompense must be put out of sight ; the good of the human being sought. The higher the teaching the higher does the pupil rise above his animal self, and the more does he strive to go beyond his past attainments. When there is evil in a school or college it is because the teaching is of a low order ; and yet intense thoroughness may have been aimed at. The aim of true pedagogy is to arouse the teacher to found his work on his life.

The next issue of The Journal will contain reports of the National Council and other departments of the N. E. A., also of state conventions, with abstracts of some the papers and quotations from the discussions. It will appear under date of August 15.

There will be no issue of The Journal for the weeks ending August 1 and 8. Fifty numbers of almost 1,600 pages are published a year.

Horace Mann.

By WILLIAM T. HARRIS.

(CONCLUDED.)

FIERCE AND BITTER OPPOSITION.

As a consequence of the seventh report, which sets forth the advantages of the schools of Germany, there arose the famous controversy with the thirty-one Boston schoolmasters.

In studying the records of Massachusetts one is impressed by the fact that every new movement in education has run the gauntlet of fierce and bitter opposition before adoption. The ability of the conservative party has always been conspicuous, and the friends of the new measure have been forced to exert all their strength and to eliminate one after another the objectionable features discovered in advance of their enemies. To this fact is due the success of so many of the reforms and improvements that have proceeded from this state. The fire of criticism has purified the gold from the dross in a large measure already before the stage of practical experiment has begun. In reviewing this long record of bitter quarrels over new measures that have now become old and venerable because of their good results in all parts of the nation, we are apt to become impatient and blame too severely the conservative party in Massachusetts.

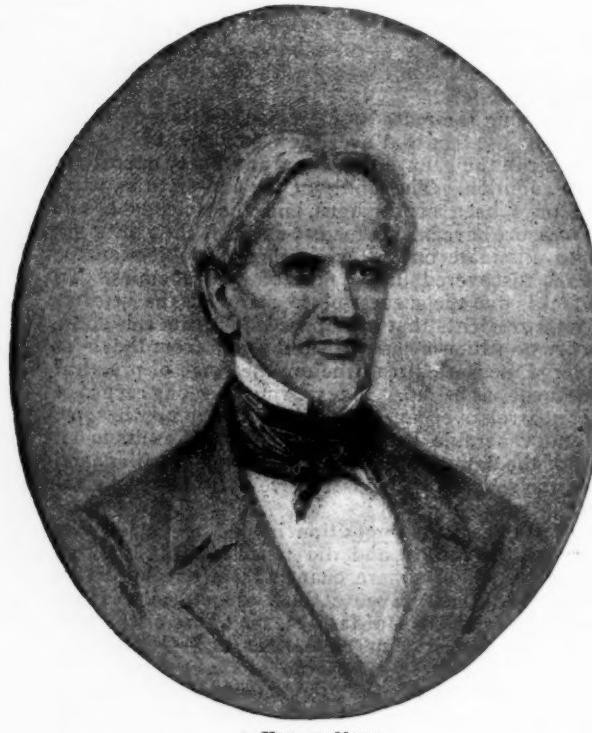
We forget that the opposition helped to perfect the theory of the reform, and did much to make it a real advance instead of a mere change from one imperfect method to another. Even at best educational changes are often only changes of fashion, the swing of the pendulum from one extreme to another, and sure to need correction by a fresh reaction. Again, it is patent in Massachusetts' history that the defects of old methods were in great part remedied by the good sense and skill of many highly cultured teachers who still practiced them, and hence the wholesale denunciation of the old methods was felt to be unjust. The best teachers resented the attack on their methods. It seemed unfair, because it charged against the method all the mistakes committed by inexperience and stupidity, and, because, too, it claimed more for the new device than could be realized. The old was condemned for its poor results in the hands of the most incompetent, while the new was commended as the ideal, without considering what it would become in the hands of unfaithful teachers.

THE USE OF TEXT-BOOKS.

Take as an instance of this the use of text-books. Every one will admit that what is called the "slavish use" of such means is a great evil. The memorizing of words and sentences without criticism and reflection on their meaning is a mechanical training of the mind and fit only for parrots. But, on the other hand, the proper use of the printed page is the greatest of all arts taught in the school. How to get out of printed words and sentences the original thought and observation recorded there—how to verify these and critically go over the steps of the author's mind—this is the method of discovery and leads to the only real progress. For real progress comes from availing oneself of the wisdom of the race and using it as an instrument of new discovery. That other method sometimes commended of original investigation without aid from books forgets that mankind have toiled for long thousands of years to con-

struct a ladder of achievement and that civilization is on the highest round of this ladder. It has invented school education in order that its youth may climb quickly to the top on the rounds which have been added one by one slowly in the lapse of ages. The youth shall profit vicariously by the thought and experience of those who have gone before. For the child of the savage tribe there is no such vicarious thinking and living ; he begins practically at the bottom of this ladder and with no rounds on which he may climb.

Now there was in Massachusetts and elsewhere much excellent teaching in the academies and common schools —teaching which trained the pupil to criticise and verify instead of to accept the statements of the book with blind credulity. The good teachers knew that their methods were good and felt indignant to hear them caricatured and an inferior method recommended as a substitute.



HORACE MANN.

For the merely oral method does not possess in it the capability of producing the independent scholar, who can be trained holding him responsible for mastering critically the printed page, and making alive again its thoughts and perceptions.

It was a sense of something valuable in the old method that was not touched by the criticisms of Horace Mann that led to the reply of the Boston masters.

A CLOSER VIEW OF MANN.

Here we come to the closer view of the character of Horace Mann. He was like so many of the great men of the Puritans modeled on the type of the Hebrew prophets. The close and continuous study of the characters portrayed in the Old Testament, the weekly sermons, most of which were studies of those characters, had educated all Puritans to see ideals of character in ancient leaders who devoted themselves to a cause and withstood popular clamor, fiercely denouncing whatever form of idol worship they saw among their countrymen.

The ideal of a strong, serious-minded, independent manhood, unswerved by personal interest, thoroughly patriotic, and devoted to the public interest, its draws its support from a sense of righteousness that gives it a backbone co-terminous with the axis on which the universe revolves. So long as this character is recognized and respected, and has in the main the support of the community, small and great, it stands firm like an oak, and thrives on the hostility of the elements in the society that it opposes.

But this species of character, modeled on the Hebrew

prophet, it should be said, is far more likely to be an inward tragedy than a genuine historical one. The average man puts on the air of a censor of his age or his community, and develops an overweening egotism ; or he poses as an unappreciated genius for poetry, or philosophy, or philanthropy, or statesmanship, or theology, or ethical purity of character.

The pathway of history for eighteen centuries is strewn with wrecked individualities of men who have become fanatics or cranks through the demoniac possession of a single idea, and the self-delusion—a suggestion of the evil one—that they are exceptionally wise and gifted above their fellow-men ; that they, in short, are right and the world all wrong.

It is saved from being a tragedy in Horace Mann and in other great men before and after who have personified this Hebrew prophet type of reformer, by the greatness of the cause they have espoused and by their self-sacrificing devotion to it.

The Great Teacher gave the one prescription to ward off the fatal disease that attacks this Hebrew individualism and that prescription is humility and self-abasement. Its intellectual rule is the measure by service of one's fellows : Be their servant if you would rule rule over them.

But we have from this ideal the most important fruition of all human history : namely, the development of individualism and the formation of a set of institutions to nuture it.

We have characters that are so strong that they can withstand any amount of opposition from their fellow men and still stand erect without fear. "One with God is a majority."

Thus Horace Mann was intrenched in his fundamental principles and on all occasions returned to it to rally his strength. In his own words he describes his conviction and at the same time lays down the details of his policy and methods of winning success :

"The education of the whole people, in a republican government, can never be attained without the consent of the whole people. Compulsion, even if it were desirable, is not an available instrument. Enlightenment, not coercion, is our resource. The nature of education must be explained. The whole mass of mind must be instructed in regard to its comprehension and enduring interests. We can not drive our people up a dark avenue, even though it be the right one; but we must hang the starry lights of knowledge about it, and show them not only the directness of its course to the goal of prosperity and honor, by the beauty of the way that leads to it.

"In some districts there will be but a single man or woman, in some towns scarcely half a dozen men or women, who have espoused this noble enterprise. But whether there be half a dozen or but one, they must be like the little leaven which a woman took and hid in three measures of meal. Let the intelligent visit the ignorant day by day, as the oculist visits the blind man and detaches the scales from his eyes, until the living sense leaps in the living light.

"Let the zealous seek contact and communion with those who are frozen up in indifference, and thaw off the icebergs wherein they lie imbedded. Let the love of beautiful childhood, the love of country, the distastes of reason, the admonitions of conscience, the sense of religious responsibility be plied, in mingled tenderness and earnestness, until the obdurate and dark mass of avarice, ignorance, and prejudice shall be dissipated by their bleated light and heat."

SOME SIMPLE PROPOSITIONS.

He preached the same doctrine regarding the right of the state to educate at public expense that James G. Carter had preached. It is stated in these simple propositions :

1. "The successive generations of men taken collectively constitute a great commonwealth."

2. "The property of the commonwealth is pledged for the education of all its youth up to such a point as will save them from poverty and vice and prepare them for adequate performance of their social and civil duties."

3. "The successive holders of this property are trustees bound to the faithful execution of this trust by the most sacred obligations ; and the embezzlement and pillage from children and descendants have not less of criminality and far more than the same offences when perpetrated against contemporaries."

The net result of Mr. Mann's labors in his bright career

as educational statesman is put tersely by Mr. Martin in these words :

"In the evolution of the Massachusetts public schools during these twelve years of Mr. Mann's labors :

"Statistics tell us that the appropriations for public schools had doubled ; that more than \$2,000,000 had been spent in providing better school-houses ; that the wages of men as teachers had increased sixty-two per cent., of women fifty-one per cent., while the whole number of women employed as teachers had increased fifty-four per cent. ; one month had been added to the average length of the schools ; the ratio of private school expenditures to those of the public schools had diminished from seventy-five per cent. to thirty-six per cent. ; the compensation of school committees had been made compulsory, and their supervision was more general and more constant ; three normal schools had been established, and had sent out several hundred teachers, who were making themselves felt in all parts of the state." (Martin's Ed. in Mass. p. 174.)

In conclusion I suggest again the thought of Mr. Mann as a character inspired with missionary zeal to reform society by means of the school system. It was this missionary zeal that led him to advocate in the Massachusetts legislature the first insane asylum, and secure its establishment—to favor the establishment of asylums for deaf, dumb, and blind ; to secure normal schools, humane school discipline, methods of instruction that appeal to the child's interest and arouse him to self-activity, and finally to devote the evening of his life to the Antioch college experiment.

It is this missionary zeal for the school that works so widely and in so many followers to-day ; what enthusiastic teacher is not proud to be called a disciple of Horace Mann ?

Democracy and Education.

By NICHOLAS MURRAY BUTLER.

Philosophers, poets, and sometimes men of science, are fond of speculating on an answer to the question : Whither are we tending? But more personal matters and more immediate interests detain the attention of the vast majority of mankind. The mere question of absolute physical direction, to say nothing of the tendencies of institutions and ideals, lies far beyond the range of vision of the average man. The passenger in a railway train moving West, may walk leisurely eastward, within the limits of the train, and feel certain of his direction and speed. But the train traveling westward, forty miles an hour is on the surface of a planet that revolves on its axis from west to east with a velocity of a thousand miles an hour. More than this, the earth is also plunging forward in space, in its orbit about the sun, at the fearful rate of more than 1,100 miles per minute ; while as a member of the solar system it drifts rapidly with its fellows toward a distant point in the constellation Hercules. Perhaps the whole sidereal system, the entire cosmos even, have yet other motions of their own. How hopeless, then, is it to attempt to trace the exact path, judge by an absolute standard, of a body moving on the earth's surface ! The very conception staggers us and our imaginations fall back helpless.

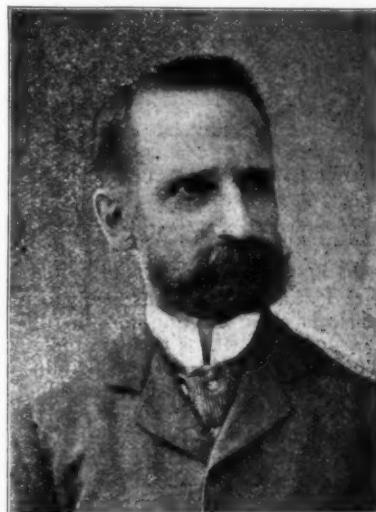
Nor is it far otherwise with the directions and tendencies of things intellectual and institutional.

The Laudator temporis acti is convinced that civilization is just now on a downward grade. The old order has changed and given place to a new, and the new order seems to him to lack something of the robustness, the idealism, the valor, of the old. His antagonist fresh from contemplating the abstract rights of man as depicted by modern political philosophers, sees hope and promise only in the future. To such an observer the past is a record of folly, imperfection and crime. The sane man may be forgiven if at times he fails to listen with patience to either advocates. His sanity deserts him, however, if he attempts to take refuge in cynicism and pessimism. While we may not hope to grasp fully the significance of movements of which we ourselves are a part, we can nevertheless study them,

trace their beginnings, and measure their present effects. Such an attitude, hopeful yet cautious, leads to what is at once the scientific and the philosophical point of view.

A NEW ERA HAS BEGUN.

However difficult it may be to estimate present tendencies with any precision or authority, there is a widespread instinctive feeling among thoughtful men, as Mr. Kidd has pointed out in the first pages of his "Social Evolution," that a definite stage in the evolution of our civilization is drawing to a close and that we are face to face with a new era. The history of the nineteenth century lends color to the suggestion that the new era has already begun. The evidence for this is drawn from the records of material advance, of scientific progress, and of political development. The material advances made since the present century opened are more numerous and more striking than the sum total of those that all previous history records. We find it difficult even to imagine the world of our grandfathers, and almost impossible to appreciate or understand it. Without the factory, without the manifold products and applications of steam and electricity, without even



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the daily newspaper and the sulphur match, the details of our daily life would be strangely different. In our time a wholly new series of mechanical and economic forces is actively at work, and has already changed the appearance of the earth's surface. What another hundred years may bring forth, no one dares predict. The scientific progress of the century is no less marvelous and no less revolutionary in its effects than the material advance. The nebular hypothesis, once the speculative dream of a few mathematicians and philosophers, is now a scientific commonplace. The geology of Lyell, the astronomy of Herschel, the biology of Van Baer, Darwin and Huxley, the physiology of Muller, the physics of Helmholtz and Roentgen are already part of the common knowledge of all educated men. To us the world and its constitution appear very differently than to our ancestors.

VICTORIOUS DEMOCRACY.

But most striking and impressive of all movements of the century is the political development toward the form of government known as democracy. Steadily and doggedly throughout the ten decades the movement toward democracy has gone its conquering way. When the century opened democracy was a chimera. It had been attempted in Greece and Rome and again in the Middle Ages, and the reflecting portion of mankind believed it to be a failure. Whatever its possibilities in a small homogenous community, it was felt to be wholly inap-

plicable to large states. The contention that government could be carried on by what Mr. Mill called collective mediocrity rather than by the intelligent few, was regarded as preposterous. The horrible specter of the French Revolution was fresh in the minds of men. The United States, hardly risen from their cradle, were regarded by the statesmen of Europe with a curiosity, partly amused, partly disdainful. Germany was governed by an absolute monarch, the grand nephew of the



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great Frederick himself. In England a constitutional oligarchy, with Pitt at its head, was firmly entrenched in power. The Napoleonic reaction was in full swing in France. How different will be the spectacle when the twentieth century opens! In Great Britain one far-reaching reform after another has left standing the shell of oligarchy only. The spirit and support of British civilization are democratic. Despite the influence of Bismarck and the two Williams, great progress is making toward the democratization of Germany. France after a period of unexampled trouble and unrest, has founded a successful and apparently stable republic. The United States have disappointed every foe and falsified the predictions of every hostile critic. The governmental framework constructed by the fathers for less than four millions of people, scattered along a narrow strip of seaboard, has expanded easily to meet the needs of a diverse population twenty times as large, gathered into great cities and distributed over an empire of sea coast, mountain, plain, and forest. It has withstood the shock of the greatest civil war of all time, fought by men of the highest intelligence and most determined convictions. It has permitted the development and expansion of a civilization in which there is equality of opportunity for all and where the highest civil and military honors have been thrust upon the children of the plain people by their grateful fellow-citizens.

WHAT DEMOCRACY MEANS.

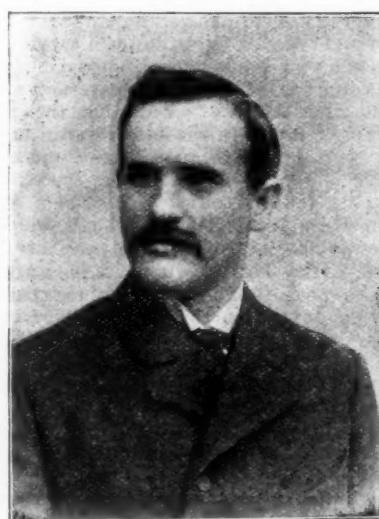
So striking has this phenomenon of democracy become, so widespread is its influence, and so dominating are its ideals that we have rightly begun to study it, both with the impartial eye of the historian and with the analytical method of the scientist. The literature of democracy for the past half century is extremely important. De Tocqueville, Bagehot, Scherer, Carlyle, Sir Henry Maine, Bryce, and Lecky, are but a few of the great names that have contributed to it. Through all the pages of these writers runs an expression of the conviction that the stream of tendency toward democracy can neither be turned back nor permanently checked.

Some of these students of democracy are its enthu-

siastic advocates, others are its hostile critics; all alike seem to resign themselves to it.

The process of substituting this new social and political system for an older one, has not been uninterrupted or untroubled, nor has it given perfect satisfaction. As the political pendulum has continued to swing through a wide, but diminishing arc, the cries have been loud and constant that injustice and favoritism have not been suppressed, that all are not equally prosperous, and that not even democracy is a cure for all our distress and dissatisfaction. Much of this is no doubt due to the tendency in all stages of history, spoken of by Burke, to ascribe to prevailing forms of government ills that in reality flow from the constitution of human nature. But in part at least—in how great part we fail to recognize—it is due to our imperfect and halting application of our democratic ideals, and our democratic responsibilities. The platitudes of democracy are readily accepted by the crowd; the full depth of its principles is far from being generally understood. It is easy to cry "Liberty, Equality, and Fraternity," and to carve the words in letters of stone upon public buildings and public monuments. It is not so easy to answer the query whether in truth unrestricted liberty and perfect equality are at all compatible. For it has been pointed out that liberty leads directly to inequality, based upon the natural differences of capacity, and application among men. Equality, on the other hand, in any economic sense, is attainable only by the suppression, in some degree, of liberty, in order that, directly or indirectly, the strong arm of the state may be able to hold back the precocious and to push forward the sluggish. Obviously there is food for thought in this; thought that may serve to check the rhetorical exuberance of the enthusiast, and lead him to ask whether we yet fully grasp what democracy means.

Democracy is, as I have said, so novel a movement and so sweeping a one, that we have not yet had time to compare it closely, in all its phases, with monarchy and oligarchy. The advantages of these forms of political organization were manifest when society was young and man's institutional life yet undeveloped. As time went on the weaknesses of such forms of government became apparent. The plunge into democracy was made, and we have usually gone no further than to con-



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trust its blessings with what we know of the oppression and inequity that resulted from the kingship and the oligarchy in the early modern period. We must, however go further than this, and gain truer and deeper insights into the institutional life of which we are a part.

UNIVERSAL EDUCATION THE BASIS OF DEMOCRACY.
It is just here that we find evidence of the close re-

lations that exist between democracy and education. So long as the direction of man's institutional life was in the hands of one of the few, the need for a wide diffusion of political intelligence was not strongly felt. The divine right of kings found its correlative in the diabolical ignorance of the masses. There was no educational ideal, resting upon a social and political necessity, that was broad enough to include the whole people. But the rapid widening of the basis of sovereignty has changed all that. No deeper conviction pervades the people of the United States and of France, who are the most aggressive exponents of democracy, than that the preservation of liberty under the law and of the in-



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stitutions that are our precious possession and proud heritage, depends upon the intelligence of the whole people. It is on this unshakable foundation that the argument for public education at public expense really rests.

It was not by accident that the great Greek philosophers made their contributions to educational theory in treatises on the nature and functions of the state. Both Plato and Aristotle had a deep insight into the meaning of the man's social and institutional life. To live together with one's fellows in a community involves fitness so as to live. This fitness, in turn, implies discipline, instruction, training; that is, education. The highest type of individual life is found in community life. Ethics passes into or includes politics; and the education of the individual is education for the state. The educated Greek at the height of his country's development was taught to regard participation in the public service as a duty and a privilege alike. The well being of the community was constantly before him as an ideal of personal conduct. To depart from that point of view is to entail the gravest consequences. That a large proportion of our people, and among their number some of the most highly trained, have departed from it needs no proof.

Failure to understand the political life of a democratic state and failure to participate fully in it, lead directly to false views of the state, and its relations to the individual citizen. Instead of being regarded as the sum total of the citizens who compose it, the state is then, in thought at least, regarded as an artificial creation, the plaything of the so-called politicians and wire-pullers. This view that the individual and the state are somewhat independent each of the other, is not without support in modern political philosophy, but it is a crude and superficial view. It underlies these fallacies that regard the state either as a tyrant to be resisted or as a benefactor to be courted. No democracy can endure permanently on either basis.

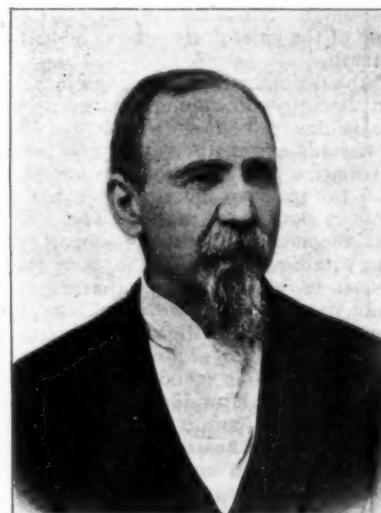
The state is the completion of the life of the individual, and without it he would not wholly live. To inculcate that doctrine should be an aim of all education in democracy. To live up to it should be the ideal of the nation's educated men.

WHERE THE FAULT LIES.

Impossible in theory as the separation of the state

from the individuals who compose it seems, yet in practice it is found to exist. This is true in the United States, and in some localities more than others. Our constitutional system, elaborately adjusted so that each individual's choice may count in the ascertainment of the common will, now shelters a system of party organization and of political practice, undreamt of by the fathers, which effectually reduces our theoretical democracy to an oligarchy, and that oligarchy by no means an aristocracy. With here and there an exception, the educated men of the country hold themselves aloof—or are held aloof—from participation in what is called practical politics. That field of activity which should attract the highest intelligence of the nation, too often repels it. When a man of the most highly trained powers engages in political life he becomes an object of curiosity and comment. If he despises the petty arts and chicaneries of the demagogue he becomes "unpopular." After a brief interval he passes off the public stage without even a perfunctory recognition of his services. It is safe to say that the framers of no government, least of all the framers of our own, contemplated a practical outcome such as this. If education and training unfit men for political life, then there is something wrong either with our political life or with our education.

The teachers of the country should address themselves to this question with determination and zeal. The teaching of civil government is good. The inculcation of patriotism is good. The flag upon the school-house is good. But all these lie upon the surface. The real question involved is an ethical one. It reaches deep down to the very foundations of morality. It is illuminated by history. The public education, then, of a great democratic people, has other aims to fulfil than the extension of scientific knowledge or the development of literary culture. It must prepare for intelligent citizenship. More than a century ago Burke wrote that "the generality of people are fifty years, at least, behindhand in their politics. There are but very few who are capable of comparing and digesting what passes before their eyes at different times and occasions, so as to form the whole into a distinct system." This is the warning of one of the greatest of publicists that a thoroughly instructed and competent public opinion



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on political matters is difficult to attain. Yet unless we are to surrender the very principles on which democracy rests, we must struggle to attain it. Something may be accomplished by precept, something by direct instruction, much by example. The words "politics" and "politicians" must be rescued from the low esteem into which they have fallen and restored to their ancient and honorable meaning.

It is safe to say that the framers of our constitution never foresaw that the time would come when thousands of intelligent men and women would regard "politics" as beneath them, and when a widespread unwillingness to participate in the choice of persons and policies develop among the people. Yet, such is, of course, the case. The people of the state of New York will in November next choose a governor. The power and dignity of the office are among the greatest in the land. About one and a half million qualified voters will be entitled to participate in the choice. Theoretically, any competent person might be put forward for the office, and every individual's preference would be recorded and weighed. As a matter of fact, however the choice of the state must be made between two persons, who in turn will be selected by, perhaps, ten per cent. of the electorate, at the suggestion or dictation of not more than a dozen men. Had such a system, or anything like it been proposed at the time the constitution was adopted there would have been instant rebellion. "Life, liberty, and the pursuit of happiness" would not have seemed worth having under those conditions. Yet, now that it has come about, there is no very great dissatisfaction with it. The system could be broken up in a twelve-month if men really cared to break it up. It exists, therefore, with popular consent if not with popular approval. Its objective results may be as good as those that would be reached by the ideal system; but its effect on the individual is disastrous. It induces a feeling of irresponsibility for public policy and a lack of interest in it, that is absolutely destructive of good citizenship.

The good citizen is not the querulous critic of public men and public affairs, however intelligent he may be; he is rather the constant participant in political struggles, who has well-grounded convictions and a strong determination to influence by all honorable means, the opinion of the community. Were it otherwise universal suffrage would not be worth having, and public education would be a luxury not a necessity. Now do we better ourselves any or serve the public interest by berating those who do interest themselves continually in politics, when their aims and their methods are not to our liking? There can be no doubt that the patriotic and well-intentioned element in the community is stronger and more numerous than the self-seeking and evil-dispositioned. It has the remedy in its own hands, and it is one of the chief duties of our education to enforce this truth.

Much of the disinclination to engage in active political life that is noticeable among a large proportion of our people is due, I believe, to the evil effects upon political standards and methods that flow from the debasing and degrading system of treating public office as a reward for partisan activity, that has gained so strong a hold in the United States. The spoils system is utterly undemocratic and utterly unworthy of toleration by an intelligent people. Suppose that it ruled the schools, as it rules so many other departments of public administration; then we should expect to see the election of a mayor in Boston, Chicago, New Orleans, or San Francisco, followed by hundreds of changes among the public school teachers, made solely for political reasons. How long do you suppose that this association would permit that to go on without a protest that would be heard from Maine to Texas? Why should we, as good citizens, be more tolerant of such an abuse in other departments of the government? We have all noted with gratification the progress that is making toward the elimination of this evil. A determined band of men have kept the issue before the public for nearly a generation, and now they have the satisfaction of seeing a great portion of the national service wrested from the defiling hand of the spoils-hunter. In the state of New York the people have put into their new constitution an emphatic declaration on the subject. The full effect of this declaration, splendidly upheld and broadly interpreted by the courts, is just beginning to dawn upon the foes of a reformed and efficient public service. From this advance of sound

sentiment and honest policy we may take every encouragement. But much remains to be done. Public sentiment must be first interested, then educated. Efficient public service is a mark of civilization. To turn over the care of great public undertakings to the self-seeking camp followers of some political potentate, is barbaric. We teachers are the first to insist that incompetent and untrained persons shall not be allowed in the service of the schools. Why then should we tolerate the sight of a house-painter instead of an engineer supervising the streets and roadways of a city of a hundred thousand inhabitants, or that of an illiterate hanger-on presiding over the public work of a great metropolis? These instances, drawn at random from recent political history, are typical of conditions that will be found widely diffused throughout our public service. These conditions exist because of bad citizenship, low ideals of public service, and wretchedly inadequate moral vision. They will not be remedied until each one of us assumes his share of the task.

It is a serious error, too, to believe, and to spread the belief, that democracies have nothing to learn as to principles of government and nothing to improve. From the time of Aristotle the dangers that are inherent in democracy have been known and discussed. But in our time men are often too blinded by the brilliancy of the manifest successes and advantages of this form of government, to be able or willing to consider carefully the other side of the picture. How long, for example, could the American Congress maintain its power and prestige, if its membership was split up into half a score of warring groups, as in France? How long will the American senate continue to call forth the respect and confidence of the people, if its childish methods of transacting public business and its inability to close its own debates are allowed to continue? How long would life in our greatest metropolis be endurable, if its administration be turned over permanently to the ignorant and rapacious members of a society organized for political plunder? What more distressing division of our people can there be than one on sectional lines, such as took place in 1860 and such as may be witnessed again in 1896? Is it possible to believe that our native optimism is all that is needed to extricate us from these dangers—dangers not imaginary, but terribly real.

It is instructive, too, to note that the spoils system has diverted public interest in a great measure from choice between policies to a choice between men. Two hundred years ago men would have made great sacrifices for an opportunity to share in the making of the laws by which they were governed. Yet, when in 1894, the people of this state were called upon to vote, at one and the same election, for a governor and for or against a new constitution, containing many important and some novel propositions, more than a million and a quarter men voted for a candidate for governor, while less than three quarters of a million expressed themselves regarding the proposed constitution. And this is by no means a solitary instance of the tendency that it illustrates. A rational and intelligent democracy will first discuss questions of principle and then select agents in accordance with their earlier determination. To fix our interest solely on individuals and to overlook or neglect the principles for which they stand, is not intelligent.

OPPORTUNITIES OF THE EDUCATOR.

The difficulties of democracy are the opportunities of education. If our education be sound, if it lay due emphasis on individual responsibility for social and political progress, if it counteract the anarchistic tendencies that grow out of selfishness and greed, if it promote a patriotism that reaches further than militant jingoism and gunboats, than we may cease to have any doubts as to the perpetuity and integrity of our institutions. But I am profoundly convinced that the greatest educational need of our time, in higher and lower schools alike, is a fuller appreciation on the part of the teachers of what human institutions really mean and what tremendous

moral issues and principles they involve. The ethics of individual life must be traced to its roots in the ethics of the social code. The family, property, the common law, the state and the church, are all involved. These, and their products, taken together, constitute civilization and mark it off from barbarism. Inheritor of a glorious past, each generation is a trustee for posterity. To preserve, protect, and transmit its inheritance unimpaired, is its highest duty. To accomplish this is not the task of the few, but the duty of all.

That democracy alone will be triumphant which has both intelligence and character. To develop both among the whole people is the task of education in a democracy. Not, then, by vainglorious boasting, not by self-satisfied indifference, not by selfish and indolent withdrawal from participation in the interests and government of the community; but rather by that enthusiasm, born of intense conviction, that finds the happiness of each in the good of all, will our educational ideals be satisfied and our free government be placed where the forces of dissolution and decay cannot reach it.



Child-Study for Fathers and Mothers.

By M. V. O'SHEA.

Child study, in a part of its meaning at least, is one manifestation of the abounding enthusiasm and faith that the world now has in inductive, evolutionary science. By this new mode of inquiry it is hoped to establish a substantial body of scientific knowledge concerning the development and growth of human beings. Such a science would be so great a boon to humanity that every laborer who gives promise of usefulness is eagerly drafted into the service of fact-gathering; and perhaps there has never been a time when there have been so many volunteers to gladly labor in a new field.

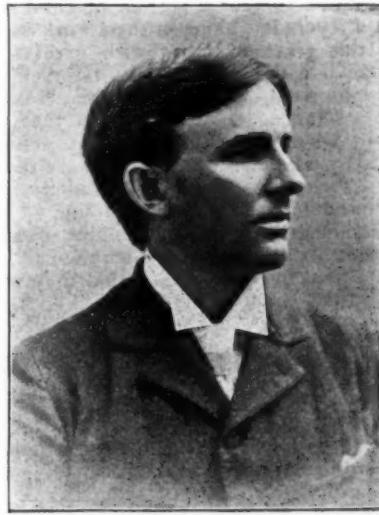
We shall here regard all working people in the world as separated into two distinct groups. In the one are congregated the fact-gatherers, the theorists who amass data without great concern as to their immediate bearing upon any of the problems of daily life; while in the other we may find the practical people, those who are responsible for making things go in right directions, and who are interested in facts only in so far as they can apply them to some definitely useful end. It is a curious enough phenomenon, but one which seems to be true in our common nature, that the theorist cannot usually make things work,—the botanist is not often the successful farmer; while on the other hand those who are considered competent agriculturists do not generally distinguish themselves as scientific men. In the realm of human growth and development the theorists or pure scientists include the biologist, the psychologist, and the economist; while those concerned with the practical direction of affairs, with the conduct and welfare of individuals and society, are the parent, the teacher, and the minister.

The question must be raised from the standpoint of science whether constant watching with a scientific eye for the most subtle signs of expression in a child with the purpose to record faithfully and preserve without the creeping in of feeling or interpretation of any kind,—is this most favorable to the development of that all-absorbing, unconstrained affection which the observer should have for the one observed? In the concerns of daily life, for the most part, pure science and rich, spontaneous emotion may not be seen walking hand in hand. The one does not nuture or develop the other, although in their essence there can be no antagonism.

Is it not significant also, that in other phases of scientific study, it is frequently demonstrated that absorption in the details of fact-gathering blinds one to a view of the entity, the life, the meaning of what he studies? In order to train children wisely it does not seem essential to become conscious in a scientific way of all the manifold, physical, and psychical phenomena of their development; but rather too great concern

with isolated or partial facts and opinions may be more detrimental than beneficial to that ever-ready and spontaneous action which best becomes one who is in any way responsible for the training of the young.

It is through the medium of parents' clubs and round-tables, that a science of child-study, as it shall be elaborated by specialists, may hope to receive interpretation and practical application in the homes of the land. To these clubs the scientist may bring his knowledge and the parent his problems, and the one should illumine and vitalize the other. Here the parent may learn what the parent has to say from time to time upon the large questions of child growth, such, for example, as nourishment, its physical, mental, and moral signifi-



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cance, and its importance not only in building a strong capable body but also and especially in giving form and shape to the disposition and character; fatigue,—its prevalence in home and in school, the causes therefore, the signs, the remedies; periods of rapid and of retarded growth and development and the changes in mode of life which these necessitate; adolescence,—the wonderful and auspicious transformations that become manifest at this time, and the modifications in training made necessary thereby; defective senses,—the limitations, mental and moral, which these impose upon the child, the methods of detecting them, the remedies; play,—the meaning of this divinely appointed agency for training body, mind, and soul. Take, again, such practical questions as the at least partial parallelism between individual and race development, and the clear light this may throw upon the perhaps inevitable appearance of prominent traits of mind and character in the progress of childhood from birth to maturity. Children's expression through art in its various forms, through language, through physical signs; the native interests of childhood at different stages of development, imitation in childhood, and so on.

Another most commendable form of child-study, and one which may be pursued with ease and profit in these clubs and round-tables has to do with a study of the leading principles of modern education, beginning with the youngest in the kindergarten and ending not short of the oldest in the grammar school. The parent should by counsel and study with the teacher seek in the spirit of a learner to comprehend what heights she is striving to attain in her daily instruction, and what difficulties and barriers beset her in her progress thereto.

That kind of child-study should also appeal to fathers and mothers which consists in so simple yet so important a matter as to preserve an account of those facts in the life of the child that will be of material interest and benefit to him in maturer years. Into this record

July 25, 1896

should go those items that will be guiding maxims to the young voyager when the mapping of his course fails to his own hand and brain,—such as the diseases that have overtaken him and any lingering after effects, out-croppings of ancestral traits, absorbing interests at different stages of development, leading traits of character, and matters of this nature.

Now, what responsibility rests upon the parent to aid in establishing a science of child nature independent of the direct application of his labors to the training of his own children? It may be said that even though such a duty rested upon parents the majority of them could not discharge it for the evident reason that they have not the necessary scientific training and attitude of mind. And, moreover, the labors of the majority of us are not needed to rear a science of child study, for a thousand Preyers left alone in their work will raise the walls of this great structure with greater pace and surely than if a million amateurs try their hand at it. If the development of the race will really be promoted by such a science, let us have faith that apostles in plenty will be brought forth in due season. It is auspicious to note already that there are those parents in our midst who, having the right constitution of mind and heart and being favored with a happy combination of circumstances, have become genuine scientists in the study of their children; and to such the call will doubtless always appeal so profoundly that they will have no other wish than to cheerfully obey.

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This sudden growth has not found the kindergarten equal to the demands of the occasion. On every hand there has naturally been criticism of methods, if not of principles, and these have not always been met in the friendly spirit in which they were offered.

The kindergartner needs to come into closer touch with teachers and thus avoid isolation. In common with them, she lacks scholarship and general culture, and, wanting these, her professional skill is narrowed till it often lapses into formalities. Her unbounded enthusiasm for her work is unquestioned, but its source often lies in the fact that the kindergarten training is the only systematic training ever experienced and so presented the only opportunity for original thought.

The lack of appreciation of the kindergartner by teachers generally is the natural result of her limitations, many of which have been beyond her control. What is now needed is to give her a broader view of life and of the educational field as well.

The training schools are becoming alive to the situation, and are insisting on better intellectual fitness for the work and a longer time of preparation. At the same time they are asking not in vain for help from other departments of teaching. Psychology, Child-study, Science, and Art are already acknowledged as necessities in the proper equipment of the kindergartner, and by aid of these allies the character of the kindergartner will gradually show improvement and the movement take its proper place among the educational forces of the age.

"The Allies of the Kindergarten."

The would be reformer finds his work limited by the conditions of his age, and in the forwarding of his idea he must stand alone. Lack of sympathy and indifference bring many discouragements, which give way to



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brighter moments when friends rally to the support of the new movement. The kindergarten in this country has experienced the vicissitudes of its founder. For years it barely turned the scale on the side of life, or at best attracted only a local interest and support. Its first allies were the children, and through their interests came the recognition of its value by the parents. Within the past few years its circle of supporters has enlarged till it has come into considerable prominence. It now is allied to other factors in education, and with them must be judged upon its merits.

*Abstract of paper read before the Kindergarten Department, of the N. E. A., at Buffalo, by CAROLINE T. HAVEN, Ethical Culture School, New York city, Thursday, July 9th, 1896.

The Pupil as a Social Factor.*

Professor Barnes began by asking these questions:

1. What makes a child a social factor distinct from the adult?
2. How does society take advantage of this and use it for its own purpose?
3. How does the pupil react upon society and affect it?

The speaker then proceeded to describe the child as a great conservative in everything pertaining to itself, but as a pronounced radical in everything pertaining to matters more remote. To prove this he cited the fact that the child wanted a nursery jingle or a story read exactly the same way as he first heard it, or else he will complain. To prove the child's radicalism the speaker humorously recited a piece of a child's logic:

"A tree cannot grow without air. Air is about six miles thick around the earth. We can see six miles and cannot see Heaven. So Heaven must be outside of the air. So trees cannot grow in Heaven and the Bible must have made a mistake."

"The child is a factor in society for conservatism in all matters pertaining to himself, and a radical on all matters remote."

"Consequently, man being simply a grown up child, the Eastern man is a radical on the Chinese question in California, but is a conservative on all matters pertaining to his home."

"The statement of the father that the child's baby brother was brought to the house last night by a stork settles in the child's mind a most painful mental study."

"The child is greatly perplexed as to why it is not wrong for his mother to lie and say she is out to a caller when she is in."

"The child sticks to his logical deductions while the adult lays aside logic and rests his actions upon cold experience."

The speaker referred to the failure of the Jesuits to train the minds of young so that in after life they would work no harm to the civilization of old. He also referred to the attempts of the same kind which are being made in Russia to-day and which he claimed would eventually destroy her.

SUMMARY.

The following is a brief summary of the principal points in the address of Professor Barnes:

"Children are naturally conservative in the small affairs of life. In the organization of their new world they find it necessary to relegate small personal affairs

*Report of an address by Professor Earl Barnes, of Leland Stanford, Jr. University, before the N. E. A., at Buffalo, July 10.

to habit. In larger matters of religion, ethics, politics, and art they tend, however, to return to logical conclusions. This makes the pupil the great radical force of the world. The adult accepts expediency, necessity, or what he calls experience, as the basis of action. The child accepts authority or the logical out-put of his own mind.

"Society tries to mold the pupil in its own likeness, that he may safely bear along the accumulated treasures of civilization. The Chinese seize on the child's regard for authority and his tendency to conservatism in small personal matters and, with an education of form and ceremony, smother his logical tendencies and make him distrust experience. He thus becomes a safe bearer of the old civilization. To-day society talks of educating a child for himself, but, really, society through the state, the church, societies, and individuals educates our children for Catholicism, Protestantism, American citizenship, Prussian citizenship, temperance, or whatever other ideas may be in vogue. In the larger freedom we are giving lies our hope."

"The child tends to preserve the race from extinction by constantly rejecting some part of the accumulated civilization, thus enabling biological adjustment to keep pace with the advance in civilization.

"He also recalls each generation to the eternal ideals of the race and thereby becomes the ever-renewed saviour of society. Through immediate reaction upon the adults around him, the pupil retards the decadence of his elders. Society is coming to trust more and more in all the radical tendencies of childhood, and to distrust all education that tends to emphasize the natural conservatism of children in small things, and in this society is wise."



School Out of School.*

By REV. JOHN H. VINCENT.

There are upwards of 70,000,000 people in this republic, of whom 16,000,000 attend schools, public, private, or sectarian, leaving 54,000,000 out of school. It would be carrying coals to Newcastle to define or defend the public school system. Schools are interesting, and their power increases with the passing years. But oh, how much better if a large part of that 16,000,000 could be kept in school longer! Who are these 54,000,000 out-of-school people?

Many of them have taken a full course and after course at college or university. Many never finished, being obliged to leave before receiving their diplomas. A great proportion never finished the grammar school, and others, I am sorry to say, have had still less school training. Thousands felt obliged to enter what is called practical life. Some felt that a higher education would unfit them for the ordinary duties of life. The latter forgot that presidents and priests are only the servants of the people. Who ought not to be so well cultivated that the charms and beauty of the landscape and stars and all nature should not be theirs? It is a mistake that any man is made to dive and delve and toil and pay taxes only. All are citizens with one, two or ten talents which ought to be cultivated. Every one has a right to know all he can know, be all he can be, and do all he can do.

Culture does not unfit a man for labor anywhere. It only increases a man's own capacity for enjoyment and usefulness; makes him more companionable and interesting to his family, and of more service to his next neighbors and country. The azure above would have paid it if only awakened the capacity for the beautiful in one soul.

SCHOOL EXTENSION COURSES WHAT MAY BE THE BENEFITS OF A SCHOOL OUT OF SCHOOL?

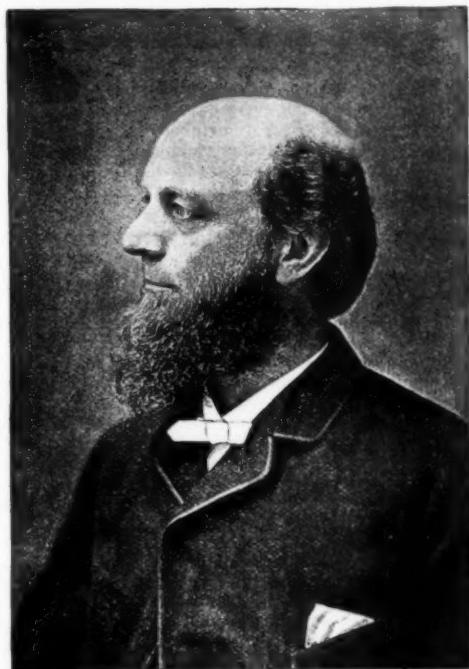
1. It will bring to those who were not allowed by parents to attend school an advantage which they appreciate when too late. It will help retain school boys between the ages of 12 and 16 by awakening in them a desire for a higher education.

2. It will furnish to those who found it impossible to attend and who are now burdened with business and family cares a means of training themselves the better for those cares.

3. The vast army of adults may be taught that a college course is not lost because they have reached mature years.

Michael Angelo at 80 years of age, while looking at a work of art, was questioned as to what he was doing and replied that he was going to school. The older people appreciate an education even more than when younger. Their minds are more vigorous. They are in the habit of giving strict attention to things. Older pupils need self confidence and should remember Shakespeare, Spenser, Lincoln, Burritt, Browning, and the great army of those who received their best culture in after years, were deprived of educational advantages when young. While scientists say the brain acquires its size at 16 years of age, it does not reach its zenith till 49, and we all know instances where this zenith has lingered decades thereafter. Everyone should be a student all his life. No one knows what influence the warm gulf stream may exert when flowing into the Arctic regions of our maturer years, when age comes on apace.

4. Courses should be provided by leaders who are in touch with both educators and people. They should select books, conduct assemblies and confer diplomas. The courses should not be so long as to discourage, nor so short as to be superficial.



BISHOP JOHN H. VINCENT, Chancellor of Chautauqua University.

5. There should be a hearty co-operation between the school, out of school, and existing institutions. This is the most important point of all. There should be a kindergarten in every family. The best work of the kindergarten is done by the mother. The home, pulpit, press, church, library, all should be combined to offer culture for the people. When college professors learn that the people know their vigorous thought, appreciate their stalwart desires, they will respect them more and be profited themselves.

6. There should be more co-operation, good will and harmony among those who differ. We need an American spirit. Partisan feeling is too strong. There is a vast array of people who do not care for theological distinctions. Why can they not be united on some lines wherein they all agree? They have reverence, propriety, and all such virtues and while they cannot unite in any ecclesiastical creed can we not save their influence for good? Cannot all who worship at Roman Catholic altars, Presbyterian churches, or Methodist revivals stand together on some ethical platform? Can we not make use of worldly men who respect goodness and truth and encourage them to make better, by their influence, the boys and girls? There should be good will everywhere.

We must train the people to understand that no trade is degrading when pursued by a man or woman of true ideals, pure motive, and holy purpose. Do you remember the Man of Nazareth, who washed the feet of His disciples? Who ever thinks of His act as a degradation? See the ministry and meaning of it all in the statement of the historian who records the fact: "Jesus, knowing that the Father had given all things into His hands, and that He came forth from God and goeth unto God, riseth from supper and layeth aside His garments; and He took a towel and girded Himself," and washed the feet of His disciples. A man can afford to do what the world accounts the basest service if only his alliances are divine and his consciousness replete with the knowledge of his infinite relationships.

ARISTOCRACY OF CULTURE.

A sewing girl who loved art and had studied the art critics' description of Raphael's Madonna, asked the daughter of a millionaire if she might be allowed to see this work of art recently purchased by her father in Europe. "Of course," said the millionaire's daughter, "we have lots of pictures at our house. No one ever looks at them; they are lovely, though, to decorate the rooms. That is all we use them for. Father would be delighted to have you come and see them."

The poor sewing girl accepted the invitation and stood enraptured before that work of art. She had read of its tone, touch, expression, but had never hoped to study them, and now she appreciated the opportunity. Who owned that picture, the millionaire or the sewing girl?

In this way the architecture of the town, of its public buildings and of its private mansions, the libraries, the museums, the gardens, and all the provisions of our increasingly generous civilization belong to the people themselves. To the people who know, who think, who have taste, who love, who live to be and to know and to do, and who constitute the true aristocracy of the republic.

THINK OF THE 54,000,000 OUT OF SCHOOL.

"In your efforts, O teachers of this royal generation, apply yourselves with diligence, fidelity, and enthusiasm to the 16,000,000 within the school, but every day in your thought, in your aspirations, in your endeavors, remember that you also are charged with the responsibility of teaching and of bringing into a school of their own the 54,000,000 out of school!"

The Teacher and the School.*

"I have noticed that we are proud of our school buildings. I do not care about that. I want to know what kind of life is fostered there. I say that many of these factory-like structures thwart the cause of education. I say the little country school house, discolored, and no larger than a dry goods box, is a better place for education than the barracks of our city school life. The nearer we get to nature the closer we get to truth. City life is decadent, and it would die out if it were not constantly augmented from the country. I tell you how to educate city children is a serious problem. We wear out the teachers and make a herd rather than an aggregation of individuals.

"People should have an interest in the education of their children; when they lose that interest the family is decadent.

"Education is not always right. Riots and labor troubles show a lack of the proper kind of education. To do for a man what he might learn to do for himself is degrading him. Teach him moral strength and willingness to bear trouble, and he will stand firm when troubles come, but knowing the capitals of the states will not teach him that. So you see knowledge is not all there is in education.

"The whole thing is to give the young habits of seeing and knowing and loving. Give them this inner strength, and it will be better than knowledge. But I should not want to cry down reading, for I believe that after the plough, the printing press has done more for man than any other invention.

"The teacher is now a professional man or woman. Education is a science and teaching is an art, as well as a profession. The public looks upon the teacher as more of a benefactor than the lawyer, the doctor, or the minister of religion. The latter, however, have a chance to better nourish their individuality, and they are better paid. Until this is changed we shall not get the most intelligent minds to go into the schools, at least among the young men. Things are not well when this occupation is thrown almost exclusively into the hands of women. I do not want to say anything against woman. They are not unequal, they are unlike. It pleases me to see women pushing forward as they are in this country, and I think American women are more intelligent in that higher intelligence. They read the best books, they seek the wider knowledge more than the men. The men are too much taken up with politics, and trying to reform the world and do away with all evil. Yet I say that if the condition of things bars young men from competing with young women as teachers, it is a bad state of things, for where an occupation is exclusively in the hands of women wages are lower. Woman as a rule is not paid so well for the same work as man.

"We shall never get the best schools until we get the best talent, and we shall never get the best talent until we can offer better inducements.

"It is wise to turn our attention to the professional improvement of the teachers. But let us also work for better inducements and more independence."

*Part of address of Bishop John Lancaster Spalding, of Peoria, Ill., before N. E. A., July 9, 1896.

This is the last issue of THE JOURNAL until August 15.

Art Education in its Relation to Public Education.

When the N. E. A. met in Denver, July, 1895, a special committee was appointed in the Department of Art Education to report on the subject of art education in its relation to general education. This committee consisted of Walter S. Perry, director of the Department of Fine Arts, Pratt Institute, Brooklyn; Dr. W. L. Hervey, president of the Teachers college, New York city; F. Treudley, superintendent of schools, Youngstown, Ohio; A. O. Blodgett, superintendent of schools, Syracuse, N. Y.; and Mrs. H. E. Riley, public school supervisor of drawing, St. Louis.

The report, presented by the chairman, Mr. Perry, is substantially as follows:

Art education has come into the schools chiefly under the title of instruction in drawing. The importance of art education, consequently, needs to be made clearer to educators in general and to the public at large.

1st. Drawing is a universal language. It enters into every sort of constructive industry and art, the construction of roads, houses, bridges, machinery for manufactures and for transportation, the making of all furniture, clothing, jewelry, books, newspapers, and pictures. It is the language of practical industry. As a part of school work it should be better recognized and supported by the business men of the community.

2nd. Drawing is of immense help in developing perceptive power. Most people look at things, but do not see them. The effort to draw teaches to see. The power and habit of seeing intelligently make a fundamental difference between the incapable man and the man of power. Drawing should be heartily sustained in the schools as a means of raising the average of mental ability, and so of social prosperity.

3rd. Drawing is a powerful help to thought by furnishing a means of thought expression. Expression is necessary to complete thought: This truth is at the bottom of all formal recitations and of all the many lines of school work which involve familiar conversation and discussion. In many cases drawing is much more to the point as a means of expression than either talking or writing, as in mathematics, botany, zoology, physics, geography, history, and manual training. Drawing in the schools should be supported by all practical educators and teachers, for the sake of its vitalizing power as an element in the other school studies.

4th. Drawing is the very best available means for developing powers of aesthetic feeling, idealization, and creative imagination; for cultivating good taste in the choice and use of material things; in short, for developing individuality of conception and skill in execution in the direction of art. Instruction in drawing is practically the one and only means existing in the schools today for developing the finer part of the child, the essentially spiritual part and allying spiritual development closely with practical every day life and work. Drawing thus regarded means much more than mere detailed assistance to other studies. It is vastly more than a mere additional way of jotting down memoranda of facts observed in nature study. It becomes an outlet (therefore a means of development) for the child's growing power to grasp and practically utilize the principles of order, strength, fitness, and beauty which he finds underlying both nature and art. It is a means of externalizing the child's ideals of usefulness and of beauty.

Drawing develops artistic power, both in the line of production and of appreciation. Both are necessary to right individual development and also to social prosperity. The engineer, the architect, the designer of furniture, textiles of any industrial product, as well as the artist, depend on the intelligence and taste of the public for the success or failure of their special services to the world.

To make drawing fully effective as a force for the art education of the masses, certain general aims and methods of work must be followed. The work must have a sound, sensible basis and be adapted to the children at the various stages of growth. It must be kept vigorous and intelligent by well planned and conducted study of type forms in connection with work from nature, from carefully selected objects of art and industry, and from art examples. It should be made thoroughly interesting and attractive, and special pains should be taken to encourage individuality and freedom of work on the part of pupils. The work should, however, be kept so wisely in hand as to distinguish freedom from lawlessness. It should bring out not simply what is in the pupil, but distinctly the best that is in him. Pupils in all but the lowest primary grades should be gradually held up to worthy standards of technique. The work outlined should be broad enough in scope to include the elements of pictorial, decorative, and constructive or industrial drawing, judiciously balanced among themselves as to time allowed.

The study of color should be carried on parallel with the study of drawing. Definite standards of color should be presented to the children and the subject should be developed through growth of the individual color sense, and individual feeling for beauty,

fitness, and harmony of color. Work with color materials should be kept as free and spontaneous as can be made consistent with limited time and supplies.

Art education has another field of work besides direct instruction in drawing; that is, the building, furnishing and decorating of school-houses. This phase of the art educational movement ought also to be brought much more widely and forcibly to the attention of the public. School buildings, grounds, and furnishings should serve artistic as well as economic and hygienic ends. They should be constant object lessons in art for the inspiration of the children who are to shape the coming civilization. They can and should be made a positive, definite help in refining the manners, cultivating the imagination and quickening the whole spiritual life. Co-operation in the work of improving school architecture and decoration should be solicited from the public for whose good the schools themselves exist, but authoritative direction of the movement should be in the hands of experts in art and education.

Letters.

Intellectual Bow-Leggedness and One of Its Causes.

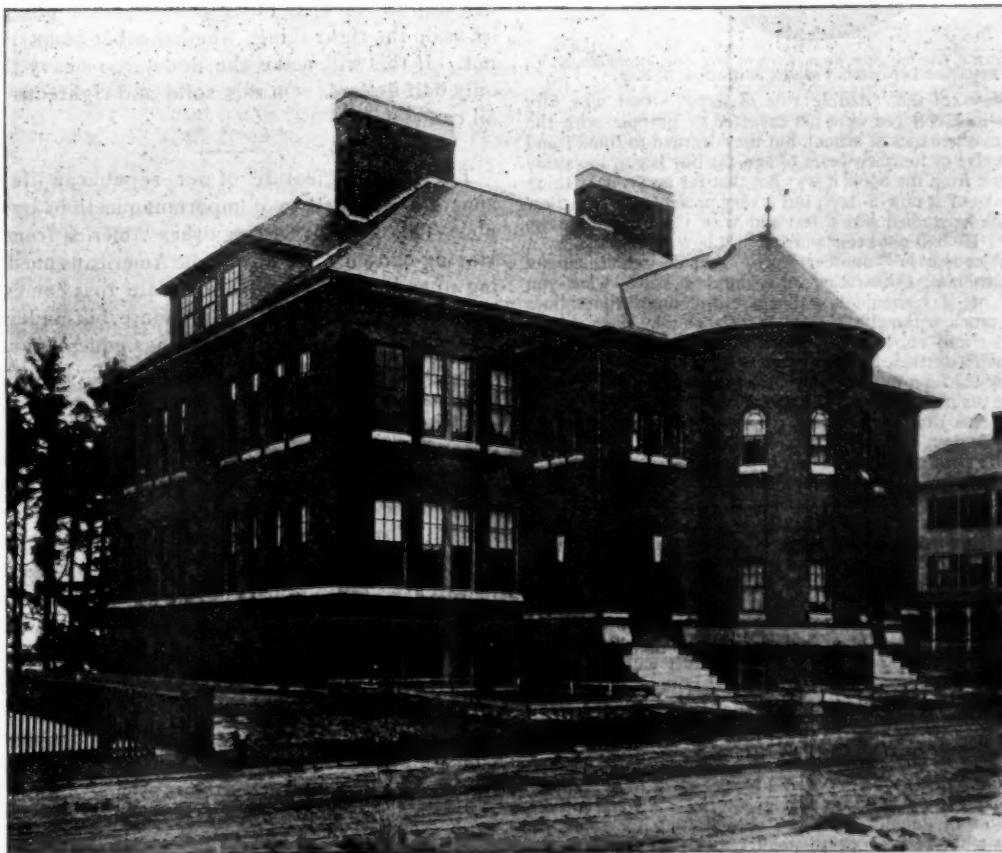
There are few teachers who have not had occasion to utter a warning concerning the cause of that not uncommon deformity known as *bowed-legs*. "Do not encourage or force a child to stand or walk at too early an age," we say. "Wait till his tiny legs have grown strong enough to support his body, and then he will walk all the more surely and gracefully."

But did it ever occur to you that those who are entrusted with the mental culture of children need to have a similar warning sounded in their ears? There is an intellectual bow-leggedness that is far more prevalent and distressing than the physical deformity. Statistics can never tell us how many children are being made to shamble awkwardly through life all on account of the unnatural forcing processes pursued in the schools. In our eagerness that the young pupil shall show progress, we try to make him walk with manly strides before his legs are long enough to

take any but the shortest steps. In our anxiety to test his strength, we load him with burdens which, though light to one more mature, are of crushing weight to him. Forgetful of what is the natural diet of babes, we attempt to feed him on strong meat, "adapting" it, as we fondly persuade ourselves, to the feeble capacity of his intellectual esophagus, without much thought of what will become of it farther on.

But, to abandon metaphor, let me speak plainly. In our eagerness for the child's simultaneous advancement in all branches of knowledge, we forget that there are many things of which he can safely remain in ignorance until he is much older. In our forgetfulness of his limitations, we demand of him more than he can perform save in the most mechanical and perfunctory way. We expect of him a maturity of thought which it is not possible for him to possess. We flatter ourselves that we are preparing him for a useful and thoughtful manhood, when we are really helping to make him intellectually bow-legged for life.

To illustrate, while we might cite almost any of the methods pursued in teaching certain of the common branches of study, let us take the most flagrant cause of mental deformity,—*arithmetic*. This subject, *as taught*, is, and has been, the great juggernaut of the school-room. It poses as the most important of all the common school branches, and as such demands more time than any other. The child begins its study usually on his first day at school, and for eight years it is always present before him. In the lower grades, it is disguised under the sugar-coat of "number work;" it consists, for the most part, in a parrot-like repetition of formulas, in a slavish copying of figures and signs (called "busy work," as though there might be some kind of idle work) and in the telling of so-called "number stories" which are not stories at all, and are distinguished by the fact that they are told with the least possible modicum of thought, because the process of which the child tries to tell a "number story" is not understood. It is in this kind of "number work" that arithmetic claims to have made recent great advancement. But wherefore? How many children really conceive of arithmetic as something connected with every-day life and thought? To how many of them does it prove to be a means of mind development, an awakener of ideas, a strengthener of the intellectual faculties? By how many of them is it not rather always regarded as merely a something that must be learned by laborious processes at school, a something that must be studied in order to pass from grade to grade, a mysterious but necessary affliction of childhood?



ABBOTT STREET SCHOOL, WORCESTER, MASS.

As the pupil advances into the higher grades, he is required to complete so many lessons of a given text-book within a given time; his memory is loaded with definitions and rules which to him are only words, words, words; he learns to do things by following certain forms and "processes," and not by the exercise of his own judgment; and his study hours at school, as well as many weary hours at home, are spent in putting down figures for the purpose of "getting the answer" to some useless puzzle, called an example or problem. We shall never know how many bright boys have been made dolts and incorrigibles, or how many lovely girls have been worried into ill-health and driven to despair by this struggle, protracted through years, to meet the requirements in arithmetic; but we do know that their name is legion.

And for those who persevere to the end, what can we say? Ask any high school graduate to compute the simple interest on a note which you hold, to reckon the number of acres in a farm which you are about to buy, to make out a bill for groceries, to estimate the cost of a given piece of work—and see how he does it. See how painfully he tries to recall some rule, or principle, or "process," and how he is finally obliged to freshen his memory by referring to the book which he is supposed to have mastered. One-fifth of his time for eight years has been spent in "number work" and arithmetic, and for what?



PROF. WALTER S. GOODNOUGH, Supervisor of Drawing, Brooklyn, N. Y., President Department of Art Education, N. E. A.

In the days of the "double rule of three"—that was fifty years ago—little children were not expected to grapple with the science of mathematics at school, but they learned to think; and when, at twelve or fourteen years of age, the boy began the study of arithmetic from the book, it was not that far-away, hazy thing that we make of it now-a-days, but a very present and practical reality which he studied with a zest and with the understanding. And why? He had not been worried into bow-leggedness by a four years' course in "number work," and the whole subject was fresh to him, exhilarating, inspiring. I know what you would call me if I should say that in those ancient times boys learned as much arithmetic in eight months as they learn now in eight years; and so, although I have abundant proof of the truth of such assertion, I will not hazard the saying of it. The methods of teaching in those days cannot be defended. They were in the main execrable. Yet one of the least of the sins of our fathers was that they did not crowd all sorts of knowledge upon their children in their infancy, but left a few things fresh and clean for their conquest and enjoyment as soon as they were mature enough properly to comprehend them. I am not advocating any return to the methods of half a century ago; but I want to emphasize the fact that, judging from results, the present methods of teaching arithmetic are a miserable failure,—more execrable than those which we all condemn as antiquated. And why? (1) They impose the formal study of the subject upon young children whose minds are not mature enough to comprehend it. (2) Instead of treating the matter in a common-sense, practical manner, they entangle the learner in a maze of forms and "principles," and load him down with rules and definitions. (3) Instead of leading him by natural and gradual steps to reason for himself and freely to exercise his judgment, they make of him a mere guesser and a slave to mechanical processes.

Is it not time to abandon a system that has proved itself to be so utterly unproductive of good results? That a large proportion of intelligent teachers are convinced of its inadequacy, there is no shadow of doubt. They are only waiting for some one who knows what he is about to point out a radically new and better method based on common-sense and sound pedagogical principles. May he come soon!

JOB SELDOM.

Editorial Notes.

Those who are teachers as constituting an educated class will be expected to have come to conclusions on the main question before the country, a question above all party politics. THE JOURNAL believes that we have drifted into a serious condition of affairs because a righteous step was not taken at the proper time. There was a time when $412\frac{1}{2}$ grains of silver were of the value of a dollar; then silver fell in value and it required 450, 500, 600, and now about 700 grains are needed to make a dollar. The right thing to have done was to have increased the weight of the dollar; failing to take this righteous step, has brought, as it will bring in all cases, its penalty.

No country can afford to pass off light weight dollars. There is no reason why the silver men should not have silver, for there is plenty of it. But Congress should at once and forever prohibit the coining of light weight dollars. We would have all the light weight money melted up and dollars made of the true weight. There would then be no difficulty about bimetallism; both kinds of metal should be coined. We would have dollars made of the true weight each month and stamped with the month and year; if silver rose in value call in the old dollars and give out new ones. Not a coin, even a nickel or cent should be issued that was not really worth what it purported to be.

Having made our silver coins real dollars we would have righteousness on our side; we could see on a coin "In God we trust" without being ashamed. We need not stop to see what other countries are going to do; let us do the right thing, whether other countries will or not. If this will make the dollar too heavy then coin only half dollars. On this solid and righteous ground all can stand.

The peculiar feature of our republican life is again apparent—the debate of important questions by the people. This is what distinguishes America from Russia. Having chosen to be a republic Americans must be willing to endure the inevitable debate that comes around once in four years—not only endure but understand it and take a part in it. Of all things education must prepare the youth to know truth, to be able to state truth, and to point out false statements and beliefs. It must cultivate a willingness to respect others' opinions; it must learn to bid adieu to that mean and small habit of reaching after ends by calling an opponent names. It does not help settle a question to call this man a "gold-bug" and that man a "silver-bug."

In the oceans of debate there will be some drops of truth; the reader or listener must possess the power to recognize truth; he must recognize that the effort of many speakers will be to say what will carry his hearers away at all events. The educated man insists on building on fixed foundations—we sometimes speak of this as common sense. In the debate that is upon us the education given in the school-houses twenty, thirty, and forty years ago is to be tested.

THE JOURNAL will not be issued for the weeks ending August 1 and 8.

Good News From England.

The board schools in England correspond to our public schools, and in general aim at the same objects and in general are managed in the same way; their minister of education corresponds to a state superintendent with us. The Conservatives, led by Balfour, proposed to divide up the money among the various denominations; this was opposed by the Liberals. Here it must be remembered that in the cities there are two classes of schools, the voluntary and the board school proper; the former are carried on by the various denominations helped by the government to a certain extent if a certain examination is passed; the latter are supported by the government, receiving money in proportion to pupils passing the examination. Now the burden of carrying on these voluntary schools is growing heavier because there is a compulsory law; hence the plan of the Conservatives to divide the money among the schools per capita.

The Conservatives had a majority of 147 in the commons and yet it was so apparent the country was satisfied with the present plan that Balfour felt he could not trust the bill to a vote. The bill was brought in by the English church people; they have felt the ground slipping from under their feet; the free churches (not aided by public funds) are now equal in numbers; they objected to a plan whose object was to grasp the youth and make them mainly established churchmen, and Lord Salisbury, the premier, has been recognized as holding the free churches in contempt, and he was willing to aid in this effort to destroy the board schools.

The Liberals opposed the bill with all their force; the country began to show signs that it would swing from Conservative to Liberal, and so Balfour withdrew the bill. It is a bill with no excuse for being; it was a Tory measure; but England passed from being a Tory country many years ago.

We do not object to criticism. It stimulates teachers to higher attainments and shows perfection has not been reached. Only let criticism be that of hope, not despair.—*Newton C. Doughtery*.

Every child unreached and unenthused on the question of nature is a living witness to the inefficiency of our school work. Every child can be reached and every child can be enthused.—*M. G. Brumbaugh*.

We have teachers in our schools who have never felt the impact of an idea and who have never seen a truth in their lives. They lost their individuality in youth and cannot point out the sunrise for others.—*David Starr Jordan*.

We must bring into school the children who are now allowed by their parents to neglect it. The whole community must be a committee to enforce the law of compulsory attendance. Personal appeal must be made to the girls and boys themselves. Parents must be awakened to a sense of their responsibility. Laws must be enacted and executed. We must keep hold especially upon the boys who are in danger of leaving the public school before they are competent to form a correct estimate of its value, and who, when it is too late to retrace their steps, awake to the greatness of the blunder they were permitted to make.

I regard it as one of the important problems of the age: How to retain in the public school boys between the ages of twelve and sixteen! If this were accomplished, personal appreciation and enthusiasm would send multitudes into the higher schools who are now doomed to lives of hopeless regret and often of self-contempt.—*Bishop Vincent*.

Value your work and respect it. You are doing more than to fill great offices or accumulate great wealth. All that we do for others we take into the next world as part of an eternal possession, but all that we do selfishly we leave behind at the brink of the grave.—*General Stewart L. Woodford*.

Knowledge is knowing the right, virtue is doing it.—*David Starr Jordan*.

I do not care a copper where you begin in nature study provided only you make the first postulate and chief object of the study, the love of nature. The whole subject may be summed up by saying that the beginning must be love and love for every department of knowledge must be taught by inculcating a love of nature; a love of nature, the great reservoir of every kind of force.—*G. Stanley Hall*.

The teacher has the finest opportunity to lift his or her profession up to the point where it will be recognized as a profession through the study and teaching of sociology. Education is the foundation of sociology. For a convenient definition of sociology I would say it is the science of civilization; the science of the combination of man into social wholes, the family, the civil society, the state, and the church.—*W. T. Harris*.

There are tendencies enough at work creating social distinctions and drawing arbitrary lines in society. The teachers ought not to forget that the public school should be the strongest influence there is in the development and preservation of those principles of political and social democracy which lie at the foundation of our institutions.—*Buffalo Courier*.

All the educational factors must co-operate—home, the public school, the church, the local press, the lyceum, the public library, the museum, the summer assemblies, reading circles, and whatsoever else makes for the culture of the people. This co-operation is needed to promote more discriminating and effective teaching in nursery and kindergarten; to economize time at home and at school; to increase the number of students in the advanced schools and colleges; to widen the teacher's sphere and save him from the dwarfing effects of his profession.—*Bishop Vincent*.

Self-direction is more important than innocence. A fool may be innocent, but only a sane and a wise person can be virtuous.—*David Starr Jordan*.

In a large sense it is true that the American public school is the nursery of American patriotism. The public school combines with the home and church to make up that nursery. But the theory that puts the school before the home seems to me to be radically wrong. There will never be a great nation that is not based upon the home, the loving mother and the wise father. And next to the home must come the school.—*Gen. Stewart L. Woodford*.

We must make more of home. In it must be awakened the true ideals of education. Here must be laid the foundations of character, self-control, habits of observation, the anticipation of real life in the outside world and the appreciation of all that makes for solidity, stability and righteousness. The kindergarten must be put into every family. The best work that the kindergarten can do is a work for mothers.—*Bishop Vincent*.

Undigested words may be intellectual poison, so undigested ideas may become moral poison. So the child comes to regard nonsense as half truth, and truth as half nonsense.—*David Starr Jordan*.

Faculty can be developed only by developed faculty. Only they who know can impart knowledge. Only those who believe can inspire belief. Only doers can make others do. And so I say education lies with the teacher. If you would improve the schools, work for the improvement of the teachers.—*Bishop Spalding*.

The end of all education is the adaption of the individual to co-operation with society.—*Albion Small*.

Crime exists in spite of, not because of, education.—*Newton C. Doughtery*.

The question of education is much simpler than we imagine it to be. It is obscured by big words and endless controversies, schemes, and plans. Of itself it is simple and easy for the mind to grasp. It is to stimulate and strengthen natural powers until they become faculties. It is a question of life.—*Bishop Spalding*.

There will be no JOURNAL published during the weeks ending August 1 and 8.

July 25, 1896

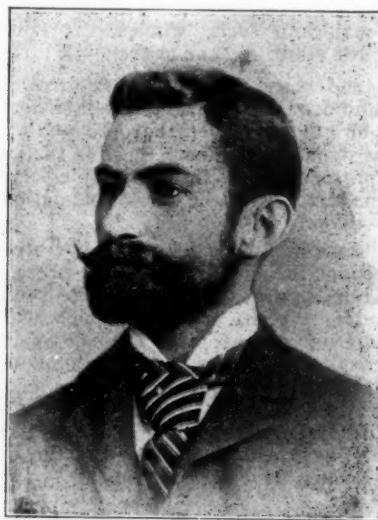
Manual Training Teachers Meet.

(CONCLUSION OF REPORT IN LAST WEEK'S JOURNAL.)

Prof. George A. Merrill, principal of the California School of Mechanic Arts; Isaac P. Smith, instructor in charge of wood-work at the Boardman school in New Haven, and Allan K. Sweet, instructor in charge of machine work at the Boston Mechanic Arts High School read papers describing what had been done in these schools under their supervision.

The following officers were elected:

President, Thomas W. Mather, of New Haven, Conn.; vice-president, Charles Robbins, of Frankfort, Ky.; secretary, Charles B. Howe, of Bing hamon, N. Y.; treasurer, J. E. Wignan, of Omaha, Neb.; executive committee, Prof. John H. Mason, of Teachers college, Prof. W. F. M. Goff, of Purdue university, Indiana, and H. E. Clark, of Elmira, N. Y.



PROF. CHARLES A. BENNETT, Teachers College, New York City.

Specimens of the work done in the manual training schools throughout the country were on exhibition in the Macy building. They were arranged in the rooms devoted to the same kind of work. Thus the visitor was able to see the tools, forges, and other machinery used in making the different articles.

The exhibits were from Pratt institute, Brooklyn; Boardman high school, New Haven; Polytechnic institute, Baltimore; Manual Training school, Springfield, Mass.; East Orange school, New Jersey; State normal school, Trenton, N. J.; Hampton institute of Virginia, and Columbus Normal and Industrial college of Mississippi and from the Teachers college.

Revision of the Course of Study.

PHILADELPHIA, PA.—The report of the sub-committee who have investigated the graded course of study has been sent in. It contains the results of the testimony taken from principals, supervising principals, assistant superintendents, and assistant teachers. Although it is not deemed advisable to make any radical changes in the course of study, a number of important modifications are recommended. These include a reduction in drawing of one half the time now given to it.

The committee found that in "fully two-thirds of the secondary grades no arithmetics are used, and that pupils of ten and thirteen years have never had an arithmetic in their hands in the school-room for the purpose of study." The report recommends that all the secondary grades be supplied with arithmetics.

Transfers in arithmetic from the eighth to the seventh grades are recommended through the assistant superintendent. It is also suggested that the spelling book, properly used, would be a valuable adjunct in the work in orthography. A redistribution of some of the history and geography is needed, and the syllabus in civil government is too comprehensive for twelfth-grade pupils. Physiology is found to be too indefinite without a syllabus in grammar grades.

If the report adopts the recommendations made in the report the teachers will be relieved of much unnecessary work, and have more time for the essentials, while the benefit to the pupils can hardly be estimated.

Florence Normal Course.

In the Alabama state normal college at Florence the course in pedagogics proper covers a period of three years. The work of the second and third years is largely practice work; in the fourth year practice and theory are combined. The aim, the second year, is to teach pupils to prepare and give lessons as regards matter, method, and manner. Lessons are given to classmates, who endeavor to act the part of the pupils for whom the lessons are intended, and who afterwards present criticisms, to be re-

viewed by the teacher. In the third year, the philosophy of methods is discussed more. A few leading principles are selected as bases of procedure, and the *what*, *the whom*, and the *how* receive constant attention, as in the preceding year. The "all is in all" of Jacotot is made prominent. Lessons are given daily to classes of children, which lessons are criticised by the other members of the class and the teacher.

The senior and professional pupils have constant practice, under competent critics, teaching actual classes in some one subject for at least a month at a time.

The senior work of the class-room is adapted to give skill in conducting recitations; to familiarize with educational and school questions; to lead to the discovery of the possibilities of improvement, to awaken an interest in the study of the child—its nature, capabilities and growth; to train the mind to make close discriminations; and to instill a professional spirit.

From College to Congress.

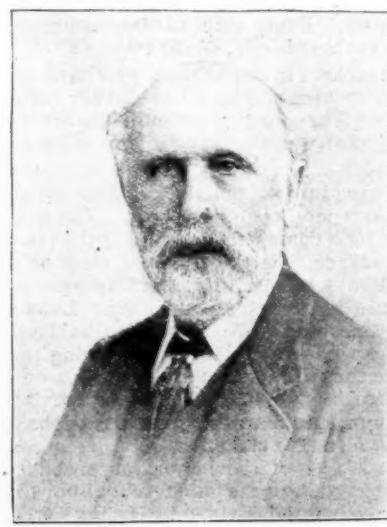
Harvard college has twelve graduates in Congress; Senators Hoar of Massachusetts, Pasco, of Florida, Wolcott of Colorado, and Chandler of New Hampshire; one Harvard man in the house from Illinois delegation, three from Massachusetts, two from New York, and one from Rhode Island. Yale college has seven; one Yale man from Idaho, another from Nevada; one from Rhode Island, two from Connecticut, one from Nevada, one from New Jersey, one from New York, and two from Pennsylvania.

Senators Gray and Cameron are Princeton men. There are two in the house from New Jersey, one from New York, and one from North Carolina. Columbia college has three in the House, two from New York and one from New Jersey. Bowdoin college, Me., is represented by Senator Frye in the senate and Speaker Reed in the house. Senator Proctor of Vermont is from Dartmouth, as also are Mr. Dingley of Maine, two from Massachusetts, one from New Hampshire, and one from New York. Union college has two in the house from New York. One Ohio representative was educated at Cornell. There are three Hamilton college men, one from California, one from Missouri delegation, and one from New York. Galusha A. Grow, was educated at Amherst, as were two representatives of Massachusetts. One New-York and one Pennsylvania congressman were educated at Williams college. Senator Butler of North Carolina was graduated from the University of North Carolina.

The proportion of college-bred congressmen is largest in the Eastern and the extreme far Western states. Of three Yale men in the senate, two come from Idaho and Nebraska. The representatives from Virginia are all college men.

An Educator Honored.

Among other Englishmen who were knighted on the Queen's birthday was Dr. J. G. Fitch, the well-known educator. The re-



SIR JOSHUA G. FITCH, London, Eng.

port on our schools and training colleges by Dr. now Sir Joshua Fitch, has done much toward giving his countrymen a just idea of our common school system.

Public Schools in New South Wales

The curriculum of the public schools of New South Wales provides merely for imparting to children a sound course of primary education, and the elements of those sciences which form the basis of higher courses of education, scientific or technical. The state provides separately the necessary facilities for acquiring technical knowledge under a system of training of a most comprehensive description. The kindergarten system has

been introduced fully into five of the schools, and partially into thirty-nine others, and rather more than 11,000 children are receiving this kind of instruction.

Annuities for Teachers.

PHILADELPHIA, PA.—A committee of the board of education has made a recommendation that the aggregate of the next annual appropriation shall be increased three per cent. This increase, which amounts to about \$67,000 is to provide a fund for annuities for teachers who have served the city long, and are incapacitated by age or illness.

Principal Abbott Marries Again.

The marriage of Charles R. Abbott, principal of public school No. 1, in Brooklyn, to Miss Alice Day, one of his assistant teachers, took place July 7; his former wife, a Miss Humphrey, died ten years ago. Mr. Abbott is in his seventy-third year. He was one of the first to aid in the organization of the New York school of pedagogy from which he was graduated; he is a graduate of the Albany normal school.

"The Battle of the Books."

CHICAGO, ILL.—There is a fight over the adoption of new geographies. Supt. Lane and his associates favor one book for the grammar grade school, several of the assistant superintendents champion another, and the probabilities are that the old textbooks will remain in use. This is the first time Supt. Lane's assistant superintendents have publicly disagreed with him about text-books.

Brief Notes of Interest.

BOSTON, MASS.—Mayor Quincy will not sign the orders passed by the school committee to increase the salaries of teachers, because he thinks that the increase in current expenses should date from February 1, which is the beginning of the financial year, instead of September 1. The sum needed is \$23,000, and in view of the fact that the school expenditures are likely to exceed the appropriation by \$40,000, the mayor finds the question of authorizing the increase in salaries a serious one. He does not disapprove of the proposed increase as a whole, provided the scale of salaries is left undisturbed at least up to February, 1897.

WINONA, MINN.—Prof. J. A. Tormey has been elected superintendent of the public schools of this city. He has been a high school principal, and will be succeeded in that position by Prof. Bartlett.

BROOKLINE, MASS.—In the reports of the sub-committees of the Education Society considerable attention is given to the subject of utilizing the new bathing establishment as a part of the educational system of Brookline. The sub-committee believes that in addition to the direct hygienic mission the bathing establishment will furnish ideal conditions for a swimming school.

Swimming, which is an art of educational as well as of practical value will be taught each pupil. Facilities for swimming as an exercise will be provided for a number of months if not for the entire year. The sub-committee recommends that for a portion of the year competent instruction be provided both boys and girls, the expense to be met from the appropriation for schools.

MUSKEGON, MICH.—Mr. Charles H. Hackley, of this town has added \$25,000 to his gift for a manual training school, making the total gift \$155,000.

The Philadelphia *Record* is responsible for the following: "The pupils of an elementary school were asked to compare lead pencil and slate pencil. One intelligent pupil answered the comprehensive question by writing, 'Positive, slate pencil; comparative, more slate pencil; superlative, most slate pencil. Ditto lead pencil.'"

ROCHESTER, N. Y.—An enthusiastic meeting was held in Cathedral hall on the evening of July 7, by the Reading Circle advocates and promoters of the Plattsburg Catholic summer school movement. The speakers of the evening were the Rev. M. J. Lavelle, pastor of St. Patrick's cathedral, New York city, and Rev. J. F. Mullaney, of St. John's church, Syracuse, both members of the board of managers of the Catholic summer school. After the addresses an informal meeting was held and a committee was appointed to whom any one wishing to attend the meeting of the Plattsburg Catholic summer school, to open on July 13, might go for information, consisting of James Connolly, president; Miss Margaret Hanna, vice president, and Mrs. Catherine Goodyear, secretary.

Dr. John Milne Mackenzie, of Fall River, died recently, aged forty-one years. He was a graduate of Brown university, Harvard medical school, and studied in Vienna and Berlin. He taught in the Fall River high school twelve years, and at the time of his resignation, eight years ago, he was sub-master. The immediate cause of death was paralysis arising from blood poisoning, contracted during an operation at the Fall River hospital. He was very successful in his practice and was regarded as one of the most promising physicians in the state.



ELIZABETH STREET SCHOOL, WORCESTER, MASS.

Relation of Sociology to Education.*

Prof. Small began by pointing out the threefold manner in which man might improve himself:

- (1.) By cultivating the powers of discriminating observation.
- (2.) Strengthening the logical faculties.
- (3.) Improving the process and powers of comparison.

After enlarging upon these three heads the speaker proceeded to an analytic study of sociology which he sub-divided into three heads.

- (1.) Man's natural environment, animate and inanimate.
- (2.) Man himself as an individual in all his characteristics.
- (3.) Man's associations or institutions.

"The demand of sociology upon pedagogy is that teachers stop training one particular mental power and pay attention to all powers. Education is the development of the whole personality.

"Human personality is not doomed to struggle forever with a long list of facts in order to get its development. Sociology and pedagogy are sure to join hands for a complete change in the methods of education.

"Sociology is in the line of the new pedagogy which will prevail. It is the systematic attempt to reduce nature, man and institutions to scientific development. The task set for each individual is to accommodate himself to the prevailing conditions. This life task of men sets the task of teachers. I assume that both action and reflection are unchallenged elements in education.

"Our business as teachers is primarily not to train mental powers, but to select points of contact. The mind itself will take care of the objective realities.

"Sociology denies that the rational center for study is in any science or group of sciences. The rational center is the student himself. Relatively the world stands still during the school age. Individually the student changes every day. A changing self has the task of adaptation to the existing circumstances. The teachers must understand this environment and keep the pupil to this adaptation. The child finds the complement of his egoism, in the home, in the school, and later in society and the world at large.

"The part of the problem which I have in mind is the proper direction of the pupil's perception. All realities are continually confronting him, and he must see each one as a part of the whole. The whole vast mystery of life confronts the child, and the teacher must teach the child to consider everything as a part of the whole.

"Every teacher ought to be a philosopher. Every child is one until conventionality spoils him. The child is a poet, a scientist, a musician, an artist if we did not stunt him by our bungling. I would revive Rousseau's cry: 'Return to nature.' I am not asserting that grammar, history, etc., should be taught in the nursery, but I do maintain that the child should be taught his relations with life. He should learn to know himself and his world from the beginning.

"The study of society must be chiefly in connection with geography, history, civics, and economics.

"Sociology, like charity, ought to begin at home, but like charity, it ought not to remain there. Knowledge of one's own home should be the beginning of social study. It should always be remembered that no man lives unto himself."

Savings by Pupils.

All the Springfield, Mass., schools now engage in saving money; since last fall the savings amounting to \$3,377. The teachers buy stamps and sell them to pupils.

The Buckingham school bought \$610.
The Hooker school bought \$619.32.
The Bleloch school bought \$120.
The Pynchon school bought \$265.
The Barrows school bought \$157.
The West Union (primary) bought \$100.
The Emery street (primary) bought \$101.50.
The Worthington street school bought \$295.
The Alden street (primary) bought \$60.
The Charles street (primary) \$67.
The York street (primary) \$98.
The Belmont avenue (primary) \$110.
The Tapley school \$183.
Brightwood bought \$65.
Elm street \$295.
Jefferson avenue \$232.

The stamps are issued in denominations of 1, 3, 5, 10, 25, and 50 cents and \$1; of course, the great demand is for the smaller denominations. These are pasted in books and received as cash. The teachers have shown the warmest interest in the matter, and without this interest the scheme would not work. The children are gaining habits of economy and provision which are of incalculable value.

*Report of address of Prof. Albion Small, of the University of Chicago.

School-Room Decoration.

Procure a few white turnips and young carrots; scoop out a good part of the inside of a turnip, fill the hole with water, and insert a carrot point downwards. Suspend by means of string and hang in a light place. The turnip must be kept well-filled with water. In a few days shoots will appear, and in the course of a fortnight or so a really pretty hanging plant will be the result.

Procure a sponge, well soak it, and then push a grain of wheat, barley, or oats into each of the holes. Suspend in the same way as the turnip, and by keeping the sponge thoroughly damp a truly pretty effect is obtained in the course of a few weeks.

McKinley's Education.

Both Republican candidates for president have been school teachers. Eugene V. Smalley, in the *Review of Reviews* for July, gives an interesting account of the education of McKinley, a portion of which we reprint:

"To Poland seminary came ambitious young men and young women from the neighboring farms, eager for the book-learning of the schools, and believing that its possession would open broad highways to success in life. Some engaged rooms and board at the rate of two dollars a week, and others reduced this very modest cost of living by taking rooms alone, and eating the victuals sent in to them weekly by their parents. None of these bright young people felt that they were poor. They were all accustomed to the close economies of the farm life of that period, and were not in the least ashamed of them. The richest man in Poland at that time was not worth ten thousand dollars. A man with five thousand dollars' worth of property and no debts was thought to be well off. Mrs. McKinley helped out the narrow income of the family by taking boarders, and herself did the cooking, with the help of her girls. Young McKinley was an ardent student. It was his mother's ambition, as well as his own, that he should go through college and then study law, but whether this aim could be accomplished was always rather doubtful. The father was frugal, industrious, and self-denying, but he had a large family to provide for, and his earnings were small. William did what he could to help out the family income by one sort of work and another in vacation times. At one time it was almost decided that the plan for his education must be abandoned, but his elder sister Annie came to the rescue with the money she had saved as a school-teacher. At seventeen he left the seminary so well advanced in his studies that he was able to enter the junior class in Allegheny college, at Meadville, Pa. Illness obliged him to return home during his first college year, however, and the way was not clear financially for going back, so he taught a country school in a district near Poland the next winter. The little school-house is still standing—a wooden box, with a door and two windows in front, three windows on each side, and in the rear a dead wall against which the boys toss their balls. In his study years McKinley was very fond of mathematics, but for Latin he cared little, although he always passed his examinations creditably. In the colleges and academies at that time mathematics, grammar, and the dead languages constituted pretty much the whole stock of instruction. He showed no fondness for the debates of the literary societies or the orations of the regular Saturday-school exercises, but he was known as a good essay writer."

A Woman Worshipper.

Perhaps no people in the world have so clear cut a conception of their own best type as the people of what were the Confederate states. From Maryland to the Gulf, there is one fixed and accepted ideal, which is distinct in the mind of every school boy.

And this ideal is a high one. Honor, bravery, generosity, hospitality, and courtesy to women are its fundamentals. An amusing illustration of its influence came to my knowledge a few years ago.

In a little mountain town in the extreme southwestern part of Virginia the annual examination of public school teachers was in progress. The superintendent was a Colonel Blank, a sort of wild and greasy patriarch, untidy, unkempt, and redolent of whiskey.

One of the girls under examination asked for some unusual privilege,—what, I cannot remember,—and the colonel granted it with a flourish. Some other school official privately protested, pointing out what an opportunity it gave for unfairly obtaining information.

The ire of the colonel blazed high at this suggestion. "Sir," he said, "my wife is a woman; my mother was a woman. I won't hear you question the honor of Woman!"—Annie Steger Winston, in July *Lippincott's*.

I am very confident that your magazine must continue to merit the approbation of all educators. You are doing a good work for the cause of education.

M. V. O'SHEA.

Buffalo, N. Y.

The next issue of THE JOURNAL will be August 15.

New Books.

A full and philosophical treatment of *Teaching the Language-Arts.—Speech, Reading, Composition*, is comprised in the volume bearing that title, by B. A. Hinsdale, LL. D., of the University of Michigan. In his preface Dr. Harris says: "He has drawn judiciously upon the vast literature of the subject, and enriched his book with insights and keen observations from Aristotle and Quintilian in Greek and Roman times down to Spencer and Lowell of our own day. The book is in this respect a collection of fine thoughts on language—its use, its growth, the study of its mechanics, its grammatical and logical structures, the order of mastering its use in speaking, reading and writing—first in the primary, next in the grammar school, and after in the high school and college; its place in the cultivation of the powers of thought, the study of literary works of art, the significance of philology among the sciences." From this the high value of the volume will be seen. It is one in the many excellent volumes of the International Education Series. (D. Appleton & Co., New York.)

One critic has said that what makes some stories commonplace is that they lack the atmosphere that is given to tales by writers of warm imaginations. It cannot be said that William Black's novels lack this atmosphere, and hence they have a power over the reader that is deeply felt, but hard to be described. His latest story is entitled *Briseis* the central figure of which is a Greek heroine, whose name is associated with the first book of Homer's Iliad. This modern Greek girl is even a more interesting personage than the classical original as she walks the Scottish Highland heather. Her Achilles is a young Scotch laird. The author has woven into this romance the poetic associations of the Scotch hills, the refinements of London society, and the vicissitudes of world-wide adventures. The illustrations are by W. T. Smedley. (Harper & Brothers, New York. 12mo., cloth, ornamental. \$1.75.)

The overworked teacher cannot always invent interesting problems for the pupils, and so a book containing a variety of them furnishes a very excellent help. *Practical Problems in Arithmetic for Primary Grades*, of which Part I. has just been issued, is designed to avoid the evils that result from using the blackboard alone for number work, and to relieve the teacher of the labor of putting a great deal of blackboard work before the pupils. These practical problems can be used side by side with the regular text-book in arithmetic—no matter what text-book it is. The problems impart much information that it has taken the author a long time to collect. Four lessons are given for each week. The pupils will no doubt become much interested in the work. (Published by the author, Anna J. McGrath, Detroit, Mich.)

America and Europe: A Study of International Relations contains three essays called forth by the discussion of the Monroe doctrine, as follows: "The United States and Great Britain," by

David A. Wells; "The Monroe Doctrine," by Edward J. Philps, and "Arbitration in International Disputes," by Carl Schurz. As these essays are all of a conciliatory nature there wide circulation will do much good. (G. P. Putnam's Sons, New York. 75 cents.)

A handsome book has just been issued made up of facsimiles of manuscripts in the national archives at Washington. Imperfect knowledge of these important papers exists even among those who have devoted many years to studying the sources of American History. *The Hamilton Facsimiles of Manuscripts* will be highly prized by students of history. The first part relates to the Monroe doctrine,—its origin and intent, and contains letters of Jefferson, Monroe, Madison, and Richard Rush, and extracts from Monroe's seventh annual message. (The Public Opinion Company, New York. \$1.50.)

The Oxford Manuals of English History, edited by C. W. C. Oman, F. S. A., when completed will consist of six 16mo. volumes of a little over one hundred pages each. They will deal with different epochs of English history in chronological order, covering the history from 55 B. C. to 1832. The volumes will be as follows: The (1) Making of the English Nation (55 B. C.-1135 A. D.), by C. G. Robertson, B. A.; (2) King and Baronage (1135-1328), by W. H. Hutton, B. D.; (3) The Hundred Years' War (1328-1485), by C. W. C. Oman, M. A.; (4) England and the Reformation (1485-1603), by G. W. Powers, M. D.; (5) King and Parliament (1603-1714), by G. H. Wakeling, M. A.; (6) The Making of the British Empire (1714-1832), by A. Hassall, M. A. The first two volumes that have been issued show deep scholarship. The complete series will make a concise and readable history of Britain. (Charles Scribner's Sons, New York. 50 cents each, net.)

An edition of that standard work *The History of the Decline and Fall of the Roman Empire*, by Edward Gibbon, in seven volumes, is being published. It is edited with introduction notes, appendices, and index, by J. B. Bury, M. A., professor of modern history in Dublin university. In the first volume, which has been received, is a map showing the provinces of the Roman empire. (Macmillan Co., New York.)

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Literary Notes.

Robert Buchanan, who is eminent as a literary knight-errant, attacking in turn most of his friends, while succeeding himself in many branches of literary art, has just produced a charming Irish tale called "Marriage by Capture." The J. B. Lipincott Company are to publish it on this side, and it is pronounced as teeming with adventure and love-making of an odd sort.

The last thing written by Mrs. Harriet Beecher Stowe, only a few days before her death, was a loving acknowledgment to the public for fond remembrances and tokens and expressions of affectionate esteem, on her 85th birthday, which she sent to *The Ladies' Home Journal*. In the next issue of this magazine it will be published in *facsimile*. It reflects the beautiful nature of the gifted authoress, and by her death has become her last message to the American public.

The Electrical Review has just completed its twenty-eighth volume. In addition to giving thoroughly reliable news of the progress of electrical work in all its branches, the *Electrical Review* has secured in the past six months a large number of unusually valuable and exclusive articles on important subjects.

A strikingly suggestive topic is most ably treated by the Hon. Charles W. Stone in the *North American Review* for July. In "A Common Coinage for all Nations," Mr. Stone advocates a coinage universal in character, stable and permanent, based strictly on international compact and that would carry the badge of civilized life into every clime.

The edition of the "Idylls of the King," (Houghton, Mifflin & Co.) which will be completed in August by the publication of *Lancelot and Elaine and Other Idylls of the King* as volume 9 of the same series, will be the first annotated edition of the entire series of Idylls published in this country or in Europe. It may be added that Dr. Rolfe's editions of Tennyson's poems are made with the consent and approval of the author and of the present Lord Tennyson, both of whom have furnished him with valuable helps and suggestions.

D. C. Heath & Co., Boston, issue in "Heath's Modern Language Series," *Aus Herz und Welt*, two little stories; one, *Hundert Schimmel*, by Nathaly von Eschstruth; the other, *Alle Fuenf*, by Helene Stökl, with full notes by Dr. Wilhelm Bernhardt, director of German instruction in the high schools of Washington, D. C. These stories by two of the most popular novelists of Germany have been selected because they are rich in modern colloquial German, as well as interesting to readers in themselves.

Yekl is the title of the striking story of the New York Ghetto, which is to be brought out shortly by D. Appleton & Co. The author, A. Cahan, writes from an intimate personal knowledge of the tragedy and humor of east-side life in New York, and his story is said to open a new field in our fiction, and to be remarkable for its vividness and force.

The fourth volume of Theodore Roosevelt's *Winning of the West* has been published by G. P. Putnam's Sons. This volume deals with the Northwest and Louisiana, and brings the narrative down to 1809. The volumes are sold separately, each being complete in itself.

The piece of *Hamlet*, one of the Eclectic English Classics Series, published by the American Book Co., was given in a recent number of THE JOURNAL—as twenty cents. This is a mistake. The price is twenty-five cents.

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Mighty Volcanic Breathings.

There are many mud volcanoes scattered throughout the world, but there are few whose action is so regular and so characteristic as that of Dempo, in the island of Sumatra. This marvelous volcano, about 10,000 feet in height, was visited recently by a correspondent, who thus describes it: All was quiet and placid and I sat down awhile to take in the details of a scene so novel; a vast circular basin, half a mile in diameter, with rocky sides of sheer precipices, displaying at places horizontal strata, and at the bottom of this another smaller basin, some 200 feet in diameter, filled to within about thirty or forty feet of its rim with a smoking substance, like burnished silver, which reflected the blue sky and every passing cloud.

We had sat thus for about ten or twelve minutes when I noticed that the center of the white basin had become intensely black, and was scored with dark streaks. This area gradually increased. By steady scrutiny with my glass, for it was difficult to make out what was silently and slowly taking place, I at last discovered that the blackness marked the sides of a chasm that had formed in—what I now perceived the white burnished mirror to be—a lake of seething mud.

The blackness increased. The lake was being engulfed. A few minutes later a dull, sullen roar was heard and I had just time to conjecture within myself whence it proceeded when the whole lake heaved and rose in the air for some hundreds of feet, not as if violently ejected, but with a calm, majestic upheaval, and then fell back on itself with an awesome roar which reverberated round and round the vast caldron and echoed from rocky wall to rocky wall like the surge of an angry sea; and the immense volume of steam let loose from its prison house dissipated itself into the air. The wave circles died away on the margin of

the lake, which resumed its burnished face and again reflected the blue sky; and silence reigned again until the geyser had gathered force for another expiration. Thus, all day long the lake was swallowed up and vomited forth once in every fifteen or twenty minutes.

The Modern Graduate.

"Jim's done graduated, ain't he?"
"You bet."
"Got his diploma?"
"Shore."
"Well, what kin he do?"
"Reach home base every time, an' kick a foot ball clean over into the next county!"
—*The Atlantic Constitution.*

Laughing Babies

are loved by everybody. Those raised on the Gail Borden Eagle Brand Condensed Milk are comparatively free from sickness. *Infant Health* is a valuable pamphlet for mothers. Send your address for a copy to the New York Condensed Milk Company, New York.

Eighty lines or parts of lines of Homer's "Iliad" have been identified among the fragments of Egyptian papyri. They are from a manuscript of the third century before Christ. In the eighty lines thirteen are not found in the "Iliad" as we have it.

Antiquity of the Art of Writing.

In an article in *The Sunday School Times* on "The Contributions of Archeology to the Understanding of the Old Testament," by Prof. Ira M. Price, D. D., the writer says: "We are now certain that writing was not invented in the time of David and Solomon; that it had been in use thousands of years before Joshua inscribed the commandments in clay upon the altar at Shechem; that Moses was reared in a literary court, surrounded by an educated priesthood who were in possession of remarkable literary products of an older time; that, in the fifteenth and sixteenth centuries B. C., Asia and Africa carried on extensive literary correspondence by means of the cuneiform writing of Babylonia. We know also that Egypt has left us writings from the fourth dynasty—a date more than 4,000 B. C. The illiterate argument has gone to pieces in the face of such facts. Literature has flourished in the earth for more than six thousand years. Writing was not unknown among civilized peoples after 3,000 B. C. Israel isn't able to produce such literature as the Old Testament contains until very late in history! David wrote no psalms, because that age could not have produced such masterpieces as are attributed to him (Cheyne)! Only a blindfolded critic could make such an assertion. . . . The indications are that we must very soon reverse the scale, and see how far back we can locate the composition of the Old Testament books, rather than how far down in the Maccabean period."

During the Teething Period.

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